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AUTHOR Boyer, James B.
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ABSTRACT

This checklist is presented as a self-test for school administrators (including principals, superintendents, supervisors, curriculum assistants, subject-matter specialists-consultants, librarians, deans and presidents) whose work helps to enhance multi-cultural curriculum development in schools and colleges. The goal of this kind of curriculum is to eliminate racism, sexism, elitism, and ageism. It incorporates the anthropological concept of culture and includes the physiological, psychological and sociological dimensions of a group of people. A multicultural curriculum is concerned with minorities and other groups. It emphasizes an understanding of third world concepts and recognizes content which is not of European origin. (Author/AM)

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Administrator's Checklist

FOR ENHANCING

Multi-Cultural Curriculum

(Multi-Ethnic, Non-Sexist)

A Practical Self-Test and Guide to Curriculum Development for Multi-Culturalism in Schools and Colleges

(Toward Eliminating Racism, Sexism, Elitism and Ageism in the Totality of the Curriculum)

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James B. Boyer
Professor and Multi-Cultural Curriculum Specialist
College of Education, Kansas State University
Manhattan, Kansas 66506

Boyer's Multi-Cultural Curriculum Checklist

MULTI-CULTURAL CURRICULUM

Multi-Cultural Curriculum incorporates the anthropological concept of culture and includes the physiological, psychological, sociological dimensions of a group of people. This particularly includes instructional sequences which attempt to reflect the totality of American culture, not through assimilation, but through acculturation and visible distinction of one cultural variation from another. Multi-Cultural Curriculum addresses both the **similarities** and **differences** among people within the framework of equal respect for such differences. More specifically, Multi-Cultural Curriculum (1) incorporates content data about highly visible minorities (Black Americans, Mexican Americans, Puerto Ricans, Native Americans, Asian Americans) as well as others, (2) includes an understanding of the Third World concepts, (3) recognizes content which is **not** of European origin, (4) specifically emphasizes intergroup relations, and (5) recognizes varied sources of content while reviewing existing curriculum materials (textbooks, film, library books, etc.) for their ethnic diversity and/or objectivity.

ADMINISTRATIVE FUNCTION

Administrative-supervisory leadership in curricular thrusts can never be underestimated or replaced. Those educators who are assigned leadership roles have a unique responsibility for working toward particular thrusts, especially when those thrusts are not always understood by those who work with them. Persons in leadership roles are now being called on to assist in enhancing the broad concepts of multi-cultural curriculum in schooling at all levels (elementary, secondary and post-secondary). Such curricular thrust is needed even if all those enrolled in the schools are of European background (that is, even if no minorities are enrolled in the schools).

THE ADMINISTRATOR

For this Checklist, an administrator is anyone who has managerial or developmental responsibility for (a) curriculum, (b) personnel, and/or (c) budgetary concerns related to public or private schools. While there are many administrators who do not **directly** implement the pupil-learning program, the influence of all school people is reflected in the **substance** of curricular learnings. The following Checklist is offered as a Self-Test for school administrators (including Principals, Superintendents, Supervisors, Curriculum Assistants, Subject-Matter Specialists-Consultants, Librarians, Deans and Presidents) whose work help to shape the **real learnings** of students in our schools.

AS AN ADMINISTRATOR:

_____ 1. Am I well informed of the broad concepts of multi-cultural curriculum entities – including the historical/sociological development?

_____ 2. Do I consciously avoid implying the **"deficit model"** in supporting multi-cultural curriculum?

_____ 3. Do I encourage teachers and others to experiment and "be creative" in quest of higher levels of multi-cultural curriculum effort? If so, in what ways?

_____ 4. Am I prepared to work toward resolving conflict among staff persons and teachers who may **disagree** on the concepts and procedures of multi-cultural curriculum?

_____ 5. Do I **arrange time for teachers and staff** to work on curriculum development efforts which would enhance the thrusts of multi-cultural curriculum?

_____ 6. Are there **professional opportunities** (conferences, meetings, etc.) which teachers may attend that expand the multi-cultural effort in the program for which I am responsible?

_____ 7. Do I provide **Evaluative Criteria** for teachers and staff to assess the multi-cultural impact on the curriculum?

_____ 8. Have I examined the hallways, walls, libraries and other parts of the buildings in my school(s) to discover if the photographs, portraits, etc. there are reflective of the multi-cultural entity?

_____ 9. Are the photographs, materials, and other visible items **in my office** reflective of the multi-cultural curriculum?

_____ 10. Have I communicated how strongly I feel that multi-cultural curriculum is appropriate despite the percentage of racially/culturally diverse learners enrolled in my school? in my district?

_____ 11. Have I specifically communicated with the **Librarian** about the acquisition of instructional materials which would enhance the multi-cultural curriculum?

_____ 12. Do I suggest that the Professional Library (Teachers' Reading Center) in my school specifically include multi-cultural professional journals and books?

_____ 13. Do I schedule **Professional Faculty Meetings** during which the multi-cultural emphasis will be reviewed?

_____ 14. Do I provide direct help in assisting teachers to coordinate various **disciplines** in quest of the multi-cultural thrust?

_____ 15. Do I suggest that the school program use **current resources** (newspapers, television, human resources, etc.)?

_____ 16. Do I review the **student activities** program (band/choral music, athletic program, Library Club, Honor Societies, etc.) in quest of multi-cultural emphasis?

_____ 17. Do I raise the issue of **cultural diversity** with regard to the school lunch menus – in quest of total curricular development?

_____ 18. Do I provide opportunities for teachers and staff to **share successes and difficulties** in implementing multi-cultural curriculum?

_____ 19. Do I lead the staff effort to review the **Test Program** (standardized tests, teacher-made tests, etc.) in light of multi-cultural awareness, content, and instruction?

_____ 20. Are standardized tests given on Jewish holidays?

_____ 21. Has the issue of January 15 (Martin Luther King's Birthday) becoming a school holiday – been discussed in your school?

_____ 22. Do I provide time for **Instructional materials development**? (Also assessing for stereotypes? for authenticity?)

_____ 23. Do I review the economic levels of those learners who are suspended, punished, sent to the Principal's office, etc.?

_____ 24. Do I specifically work at **giving visibility** to those teachers who make particular effort to enhance the multi-cultural entity in curriculum? (Reward System)?

_____ 25. Do I suggest that the multi-cultural emphasis become **program content** for P-T-A meetings and the like? Do I work at helping to communicate the multi-cultural curriculum to parents and the community? If so, how?

ADDITIONAL MULTI-ETHNIC CONCERNS:

_____ 26. Am I familiar with the Council on Interracial Books for Children? (1841 Broadway, New York 10023)

_____ 27. Am I familiar with the Japanese American Curriculum Project? (P. O. Box 367, San Mateo, California 94401)

_____ 28. Am I familiar with "Test Your Textbooks for Racism Rating" and other Viewpoint Newsletters from Foundation for Change? (1619 Broadway, New York, New York 10019)

_____ 29. Am i familiar with Curriculum Guidelines for Multi-ethnic Education? (Position Statement, National Council for Social Studies, 1515 Wilson Blvd., Arlington, Virginia 22209)

_____ 30. Am I familiar with the Mexican American Curriculum Office and its compilation of materials on Mexican Americans? (c/o Xerox, Book Catalogs Dept., 300 North Zeeb Road, Ann Arbor, Michigan).

_____ 31. Am I familiar with the American Library Association's Bibliographic Materials on Multi-ethnic Media? (ALA, 50 E. Huron Street, Chicago, Illinois 60611)

_____ 32. Am I familiar with Textbooks and the American Indian (by Jeanette Henry)? (c/o The Indian Historian, 1451 Masonic Avenue, San Francisco, California 94117).

_____ 33. Am I familiar with national efforts to improve all aspects of children's literature?

_____ 34. Am I familiar with the work of the Human Relations Division of the National Education Association? (1201 Sixteenth Street, N. W., Washington, D. C. 20036).

_____ 35. Am I familiar with the nature of – and impact of – Bilingualism in schooling? (See Learning in Two Languages – a Phi Delta Kappa Fastback by Ricardo Garcia).

_____ 36. Am I familiar with Evaluative Criteria for Multi-Racial, Multi-Ethnic Education? (National Study of School Evaluation, Arlington, Virginia).

37. Am I familiar with the Association for the Study of Afro-American Life and History? (1401 Fourteenth Street, N. W., Washington, D. C.)

BOYER'S MULTI-ETHNIC INSTRUCTIONAL CONCEPT

Objectives	Content	Outcomes
(Skills, Concepts, Behaviors) →	(Materials, Knowledges) Ethnic Diversity →	Achievement, Understandings

The Checklist is intended as an awareness and behavioral guide for those administrator-supervisors who have (or are developing) a commitment to the elimination of racism, elitism, sexism, and ageism. Administrative philosophy and perception regarding the **substance of curriculum** *are extremely significant factors in the ultimate quality of life (childhood life and adult life) in America.*

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